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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.2.7.    Count by rote to at least 30. (also includes Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens.  2.2.9.    Identify the numerals 1-30 and match each numeral to an appropriate set of objects.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.4b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  2.2.10.    Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 objects and describe the strategy or reasoning used to solve a problem. For example: Put two crayons together with four crayons; then count to determine the number of crayons needed for all students at a table.  **CC.K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  **CC.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  3.3.8.    Use nonstandard units, physical referents (such as a finger) or everyday objects such as links, Unifix cubes or blocks to compare, estimate and order measures of length, area, capacity, weight and temperature and describe the reasoning and strategies used.  **CC.K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **CC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  3.3.9.    Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller.  **CC.K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **CC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  **CC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  **Classroom Routines Only**  2.1.1.    Represent quantities of up to 30 objects in a set.(Attendance)  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  **K.1 - Objects have properties that can be observed and used to describe similarities and differences.** |
| **GLE’s but not CCSS**  1.1.2.    Describe and make comparisons of qualitative and quantitative changes of a given pattern using terms such as warmer, softer, more, one more, less, one less, bigger, smaller, longer and shorter.  **Grade 2-- CC.2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  **Grade 3-- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **Grade 4-- CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  2.2.12.    Estimate the amount of objects in a set using 10 as a benchmark and then count to determine if the amount is more or less than 10. (Also includes Attendance)  **Grade 1--CC.1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  **Grade 2-- CC.2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)  **Grade 2-- CC.2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  **Grade 2-- CC.2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  2.2.13.    Identify and name pennies and dimes.  **Grade 1-- CC.1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **Grade 1-- CC.1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **Grade 1-- CC.1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  **Grade 1-- CC.1.OA.5 Relate** counting to addition and subtraction (e.g., by counting on 2 to add 2).  **Grade 1-- CC.1.OA.6 Add** and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  **Grade 1-- CC.1.OA.8** Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_\_• – 3, 6 + 6 = •\_\_.  **Grade 2-- CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **Grade 2-- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **Grade 2-- CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(Calendar)  ????  3.3.7.    Locate yesterday, today, and tomorrow on a calendar….before and after to compare events.(Calendar)  ????  4.1.1.   Pose questions about objects and events in the environment that can be used to guide the collection of data. (Today’s Questions)  **Grade 2-- CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units  1.1.3.    Recognize, reproduce, extend and create repeating patterns using movement, sounds, color, shapes, numbers and textures.(includes CR Patterns on a Pocket Chart)  **Grade 3-- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |
| **CCSS but not GLE’s** |